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**What makes a good English teacher:
Language proficiency or teaching methodology?**

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Abstract

A well-planned language teacher education programmes usually include courses on language pedagogy, knowledge of the language system and proficiency in English. However, do teacher trainees believe that such knowledge and skills are necessary for them to be good English teachers? If they do not, they may not be willing to internalise what is taught. This study aims to find out (1) the pre-service and in-service teacher trainees' perspective on the importance of language proficiency and TESL training in making them good English teachers, and (2) whether there is a relationship between mastery of language and methodology. Correlation of these two factors for 283 teacher trainees was found to be moderate. Interviews (n = 41) revealed that the pre-service and in-service teachers differ in their views, but in both cases there is the belief that both methodology and language proficiency can be acquired on the job. Implications of these findings on quality language teacher preparation programmes are discussed.